

Standards of Accreditation Chapter 55

Recommended Changes for Consideration **ARM 10.55.801-805; 10.55.1001-1003**

December 13-14, 2010

Administrative Rules of Montana 10.55.801-10.55.805; 10.55.1001; 10.55.1003	12/14/2010 Draft Rule Language Recommendations for Consideration Changes indicated by strikethrough or <u>underline</u>
10.55.801 SCHOOL CLIMATE	
(1) The board of trustees shall:	1) The board of trustees shall:
(a) encourage cooperative and harmonious relationships among staff, students, parents, trustees, and community;	(a) encourage cooperative and harmonious <u>positive working</u> relationships among staff, students, parents, trustees, and community;
(b) determine whether or not its staff turnover is excessive and, if it is, the reasons why;	(b) determine whether or not its staff turnover is excessive and, if it is, the reasons why;
(c) create teaching and learning conditions that meet the district's educational goals and attract and maintain a quality staff;	(c) create teaching and learning conditions that meet the district's educational goals and attract and maintain a quality staff;
(d) develop policies, procedures, and rules that respect the rights of all learners, promote an awareness of and concern for the well-being of others, and address bullying, intimidation, and harassment of students and school personnel;	(d) develop policies, procedures, and rules that respect the rights of all learners-; <u>promote</u> an awareness of and concern for the well-being of others; <u>and</u> address bullying, intimidation, and harassment of students and school personnel;
(e) offer programs and services which, in content and presentation, endeavor to be free of stereotyping in terms of age, sex, religion, race, national origin, or handicapping condition;	(e) offer programs and services which, in content and presentation, endeavor to be free of stereotyping in terms of age, <u>marital status, gender, sexual orientation,</u> sex, religion, race, national origin, or handicapping condition;
(f) provide programs and services that meet the needs of students which the school has identified as at-risk;	(f) provide programs and services that meet the needs of students which the school has identified as at-risk;
(g) inform students of the school's expectations and of students' rights and responsibilities;	(g) inform students, <u>parents, families, and guardians</u> of the school's expectations and of students' rights and responsibilities;



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(h) encourage students to take responsibility for their education, including preparing for and participating in class and school activities, taking full advantage of learning services provided, helping design their educational goals, and conducting themselves respectfully and appropriately;	(h) <u>promote a school climate which encourages</u> encourage students to take responsibility for their education, including preparing for and participating in class and school activities, taking full advantage of learning services provided, helping design their educational goals, and conducting themselves respectfully and appropriately;
(l) encourage the active involvement of parents in their children's education and in their school;	(l) encourage the active involvement <u>engagement</u> of parents, <u>families, and guardians</u> in their children's education and in their school;
(j) provide opportunities for parents, educators, and members of the community to take active roles in developing and reviewing educational goals.	(j) provide opportunities for parents, <u>families, and guardians</u> , educators, and members of the community to take active roles in developing and reviewing <u>district and school</u> educational goals
10.55.802 OPPORTUNITY AND EDUCATIONAL EQUITY	
(1) It is the purpose of the accreditation standards to guarantee equality of educational opportunity to each person regardless of sex, race, marital status, national origin, or physical or mental disability. This includes programs, facilities, textbooks, curriculum, counseling, library services, and extracurricular activities.	(1) It is the purpose of the accreditation standards to guarantee <u>to be in compliance with state and federal law that guarantees</u> equality of educational opportunity to each person regardless of sex, race, marital status, national origin, or physical or mental disability <u>age, marital status, gender, sexual orientation, religion, race, national origin, handicapping disability, or special needs condition</u> This includes programs, facilities, textbooks, curriculum, counseling, library services, and extracurricular activities.
10.55.803 LEARNER ACCESS	
(1) Equal opportunity to learn is a primary consideration of all	(1) Equal opportunity to learn is a primary consideration of all

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<p>program areas, at all levels. In order to integrate this concept throughout the education program, the board of trustees shall develop and implement processes for assessing the educational needs of its students.</p>	<p>program areas, at all levels. In order to integrate this concept throughout the education program, the board of trustees shall develop and implement processes for assessing the educational needs of its students.</p>
<p>(2) In developing curricula in all program areas, the board of trustees shall:</p>	<p>(2) In developing <u>and implementing</u> curricula in all program areas, the board of trustees shall:</p>
<p>(a) provide learning experiences matched to students' interests, readiness, and learning style;</p>	<p>(a) provide learning experiences matched to students' interests, readiness, and learning style;</p>
<p>(b) take into account individual and cultural diversity and differences among learners. Cultural and language differences should be viewed as valuable and enriching resources and should take into account the unique needs of American Indian students and other minority groups;</p>	<p>(b) Take into account <u>Recognize</u> individual and cultural diversity and differences among learners <u>including Montana American Indians</u>. Cultural and language differences should be viewed as valuable and enriching resources and should take into account the unique needs of <u>Montana</u> American Indian students and other minority groups; Cultural and language differences should be viewed as valuable and enriching resources and should take into account the unique needs of Montana American Indian students and other minority groups;</p>
<p>(c) develop an understanding of the values and contributions of Montana's American Indians for all students;</p>	<p>(c) develop an understanding of the <u>history, values,</u> <u>contemporary portrayals,</u> and contributions of Montana's American Indians;</p>
<p>(d) provide learning resources that are culturally relevant,</p>	<p>(d) provide learning resources that are culturally relevant,</p>



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inclusive, and current;	<u>culturally</u> inclusive, and current;
(e) provide opportunities for individual self-direction and decision making;	(e) provide opportunities for individual self-direction and decision making;
(f) provide equal access to learning resources, including technology;	(f) provide equal access to learning resources, including technology;
(g) provide instructional materials which are sequential and compatible with previous and future offerings;	(g) provide instructional materials which are sequential and compatible with previous and future offerings <u>in support of the adopted curriculum</u> ;
(h) provide books and materials that reflect authentic historical and contemporary portrayals of American Indians; and	(h) provide books and materials that reflect authentic historical and contemporary portrayals of American Indians; and
(l) identify, using the school's own criteria, students who may be at risk or in need of special services.	(l) identify, using the school's own <u>appropriate</u> criteria, students who may be at risk or and in need of <u>additional</u> special services.
10.55.804 GIFTED ANDTALENTED	
(1) Schools shall provide educational services to gifted and talented students that are commensurate to their needs, and foster a positive self-image.	(1) Schools shall provide educational <u>programs and</u> services to <u>identified</u> gifted and talented students that are commensurate to their needs, and foster a positive self-image.
(2) Each school shall comply with all federal and state laws and regulations addressing gifted education.	(2) Each school shall comply with all federal and state laws and regulations addressing gifted education.
(3) Each school shall provide structured support and assistance to teachers in identifying and meeting diverse student needs, and shall provide a framework for considering a full range of alternatives for addressing student needs.	(3) Each school shall provide structured support and assistance to teachers in identifying and meeting diverse student needs, and shall provide a framework for considering a full range of alternatives for addressing student needs. (3) <u>Each school shall develop policies and procedures to establish multi-year educational plans for gifted and talented</u>

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	<u>students that promote ongoing growth and self understanding.</u>
10.55.805 SPECIAL EDUCATION	
(1) Each school shall comply with all federal and state laws and regulations addressing special education.	(1) Each school shall comply with all federal and state laws and regulations addressing special education.
(2) Each school shall provide structured support and assistance to regular education teachers in identifying and meeting diverse student needs, and shall provide a framework for considering a full range of alternatives for addressing student needs.	(2) Each school shall provide structured support and assistance to regular <u>general</u> education teachers in identifying and meeting diverse student needs, and shall provide a framework for considering a full range of alternatives for addressing student needs.
(3) Students with disabilities shall be given opportunities to become confident, dignified, and self-sufficient members of society.	(3) Students with disabilities shall be given opportunities to become confident, dignified, and self-sufficient members of society.
(4) A student who has successfully completed the goals identified on an individualized education program for high school completion shall be awarded a diploma.	(3) (4) A student who has successfully completed the goals identified on an individualized education program for high school completion shall be awarded a diploma.
10.55.1001 District's Responsibilities For Program Delivery Standards	
(1) It is the school district's responsibility to incorporate content and performance standards into its curriculum, implementing them sequentially	(1) It is the school district's responsibility to incorporate content <u>standards</u> and performance standards <u>descriptors</u> into its curriculum, implementing them sequentially
10.55.1003 Program Foundational Standards	More discussion on this section ... before changing this section.
(1) The purpose of all programs is to develop and apply	(1) Program foundation standards are the common conditions,

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<p>knowledge and skills necessary to pursue lifelong goals and opportunities. Program foundation standards are the common conditions, practices, and resources that cross all programs within a school system to ensure that all students have educational opportunity to learn, develop, and demonstrate learning to the content and performance standards. All programs shall follow the content and performance standards in the accreditation rules of Montana. In addition, all programs shall work to:</p>	<p>practices, and resources that will be evident in all programs within a school system. All programs shall follow the content and performance standards in the accreditation rules of Montana. The programs shall work to:</p>
<p>(a) meet the following conditions:</p>	<p>(a) meet the following conditions:</p>
<p>(I) incorporate in curricular programs the distinct and unique cultural heritage of American Indians</p>	<p>(I) incorporate in curricular programs the distinct and unique cultural heritage of <u>Montana's</u> American Indians</p>
<p>(ii) provide effective health enhancement instruction to all grades and to provide such instruction on a daily basis as part of the basic elementary education program</p>	<p>(ii) provide effective health enhancement instruction to all grades and to provide such instruction on a daily basis as part of the basic elementary education program</p>
<p>(iii) provide physically, emotionally, and educationally safe and supportive learning and working environments, including environments free from bullying, intimidation and harassment</p>	<p>(iii) provide physically, emotionally, and educationally safe and supportive learning and working environments, including environments free from bullying, intimidation and harassment</p>
<p>(iv) ensure an educational climate that promotes academic freedom and respect for diversity (e.g., gender, race, ethnicity, economic status, native language, disability, special gift and</p>	<p>(iv) ensure an educational climate that promotes academic freedom and respect for diversity (e.g., gender, race, ethnicity, economic status, native language, disability, special gift and</p>



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talent)	talent age, marital status, gender, sexual orientation, religion, race, national origin, disabilities, or <u>handicapping</u> special needs. <u>condition)</u>
(v) maintain high expectations for student performance and behavior, and challenge every student at his/her level of need that stimulates a desire for lifelong learning	(v) maintain high expectations for student performance, behavior and life-long learning
(vi) encourage collaboration among school personnel to plan, assess, and support instruction	(vi) encourage collaboration among school personnel to plan, assess, and support instruction
(vii) build school calendars and schedules based upon instructional needs	(vii) build school calendars and schedules based upon instructional needs
(b) include the following practices:	(b) include the following practices:
(i) align local curricula with the Montana content and performance standards	(i) align local curricula with the Montana content and performance standards
(ii) offer engaging experiences that enable students to develop communication skills for fulfillment in their personal lives, workplaces, and communities	(ii) offer engaging experiences that enable students to develop communication skills for fulfillment in their personal lives, workplaces, and communities;
(iii) teach ethical behavior and the implications of one's choices	(iii) teach ethical behavior and the implications of one's choices;
(iv) implement research-based instructional skills and strategies to improve student learning	(iv) implement research-based instructional skills and strategies to improve student learning;
(v) encourage the use of the inquiry process and the application of multiple thinking, decision-making, and problem-solving skills	v) encourage the use of the inquiry process and the application of multiple thinking, decision-making, and problem-solving skills <u>(v) challenge students to think critically and use the inquiry process to solve problems and inform decisions</u>
(vi) emphasize common unifying themes or principles that build on students' prior experiences	(vi) emphasize common unifying themes or principles that build on students' prior experiences

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(vii) provide learning experiences that connect the disciplines and transfer learning from one context to another	(vii) provide learning experiences that connect the disciplines and transfer learning from one context to another <u>(vi) encourage interdisciplinary instruction</u>
(viii) integrate information literacy skills, technology tools, and workplace competencies to support learning in all curricular areas	(viii) integrate information literacy skills, technology tools, and workplace competencies to support learning in all curricular areas
New Rule	<u>(vii) use formative and summative assessments to shape instruction and inform decision making</u>
(c) provide the following resources:	(c) provide the following resources:
(I) access to regional, community, and school-based resources for teaching and learning	(I) access to regional, community, and school-based resources for teaching and learning
(ii) qualified staff necessary to support the instructional process, including elementary teachers (00 endorsement) with at least ten semester credits in assigned subject areas when teaching departmentalized grades 5-8	(ii) qualified staff necessary to support the instructional process, including elementary teachers (00 endorsement) with at least ten semester credits in assigned subject areas when teaching departmentalized grades 5-8
(iii) equitable access to all facilities, technology, equipment, materials, and services necessary to support the instructional process	(iii) equitable access to all facilities, technology, information resources, equipment, materials, and services necessary to support the instructional process
(iv) time for professional development that supports learning for all	(iv) time for professional development that supports learning for all <u>(iv) provide time for professional development</u>
(v) a well-conceived mentoring program for teachers in the first three years of teaching	(v) a well-conceived mentoring program for teachers
(vi) access to a variety of current technologies and information	(vi) access to a variety of current technologies and information

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resources (e.g., libraries, databases, computer networks, videos)	resources (e.g., libraries, databases, computer networks, videos)

